# LANGUAGE SELF-CONCEPT OF AZERI NATIVE SPEAKERS IN RUSSIAN AS A SECOND LANGUAGE AND IN ENGLISH AS A FOREIGN LANGUAGE

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The aim of this pilot study is to examine the construct of self-concept and its components in three languages. For the participants, Azeri is L1, English is FL and Russian is L2. Several studies have shown that academic self-concept is one of the most important constructs in the area of motivational research (Marsh & Craven, 2006). It is multidimensional (Arens & Jansen, 2016), consists of specific domains and it is a strong predictor of academic performance. It is in a reciprocal relation with academic achievement (Marsh & O'Mara, 2008), which may also vary between different cultures (Chiu & Klassen, 2010). Therefore it is essential to gain insight into multilingual students' self-concept. Two distinct components of self-concept, cognitive and affective components have been targeted by only a few studies in a multilingual context. Participants of the present study were 6th and the 8th grade students (N=139; boys 57.7%, girls 42.3%) of Baku city schools, Azerbaijan. They completed an online questionnaire which included three language subscales with 5-point Likert scale items, where a rating of 5 was the highest. The questionnaire was adopted for three languages from the Self-Description Questionnaire (1992, 1990) and consisted of three language and one background sections. The reliabilities (Cronbach's alpha) of the scales in three language questionnaires were high, Azeri: .88, English: .89, and Russian: .94. Descriptive statistics were calculated, and three different exploratory factor analyses were performed. The Principal Component Analysis (PCA) was conducted with orthogonal rotation (varimax) and the KMO index was high for the three analyses (.87, .83, .92). Two components for L1, two components for FL and one component for L2 had eigenvalues over Kaiser's criterion. The results indicate that there are differences among languages in terms of cognitive and affective components of self-concept. The items that clustered on the same component for L1 suggest that component 1 represents cognitive, and component 2 represents affective components of self-concept. This result was also seen for FL. In contrast, for L2 items clustered on the same component, which suggests only one component in this case. As Marsh and Byrne (1988) found a difference between genders in verbal self-concept (with boys showing lower values), independent samples t-tests were performed. These revealed that there is significant difference between the genders in the three languages: for L1 boys (M=3.66, SD=0.64) and girls (M=3.95, SD=0.58), $t_{(136)}$=-2.76, p=.007; for FL boys (M=3.49, SD=0.70), girls (M=3.78, SD=0.70), $t_{(136)}$=-2.41, p=.017; and for L2 boys (M=3.41, SD=0.80), girls (M=3.73, SD=0.73), $t_{(136)}$=-2.44, p=0.16. As it was expected, girls have higher verbal self-concept than boys. Studying cognitive and affective components of self-concept can improve and make intervention programs clearer that each component has a different motivational paradigm.